**Creative Writing 20/30 Independent Project**

This module of the Creative Writing curriculum provides an opportunity for you to work on a project of your own choosing. Whatever you choose to do, the focus should be on selection of subject matter and writing genre that is important to **you**, so that you can really learn what especially interests you about writing. With my permission and depending on the nature of the project, you might also plan a project in which you work with a writer or another person involved with writing.

**Guidelines for Independent Projects**

* You may select a project inspired by any of the previous modules (writing prompts and assignments) or from an entirely new source.
* You can select one of the genres that we covered (poetry, short stories, drama, etc.) or you can select something different (e.g., a TV or film script, a small magazine, a comic book, a novel that you’ve been working on, etc.)
* You will need to outline the amount of time you will spend on the project and set timelines and check-points for yourself. *This is what real writers do!*
* You will also discuss with the teacher how much in-class time will be spent on the project, and how that time will be used. Remember that the curriculum allows you 30 hours to do this project!
* You will also decide on the type of feedback and conferencing that will most help you (from both me and your conferencing partners that you selected at the beginning of the year). You also might consider consulting someone outside of school with my permission (such as a writer or editor in the community)
* You will be required to keep a journal or record of your experience and progress in order to help you become familiar with your own independent creative process and writing habits. *This journal will be submitted with your independent project and evaluated on its thoroughness, frequency of entries, and the quality of effort that seems to have gone into it.*
* You should identify some literature selections and critical articles or reviews that might help or inspire you. I can help you with this too!
* You will decide if and how the project will be published, displayed, or shared with other students.
* You **will** have fun doing this! That’s right – you’ve just been ordered to have fun.

**INDEPENDENT PROJECT PROPOSAL**

STUDENT NAME:

TEACHER NAME:

**Project Outline**: *Write a detailed outline of what you plan to do for your project and how you want to publish your work.*

**Time Requirements:** *The total time you will have to complete this unit is 30 hours. How will you work within this time frame?*

**Draft 1 Due Date:**

**Meeting Date with Conferencing Partner (s):**

**Draft 2 Due Date:**

**Meeting Date with Conferencing Partner(s):**

**Finished Product Completion Date:** On or before June 17th

**How I Want to be Evaluated:** *Please include a detailed outline of what specific aspects of your project you want evaluated. For example, if you are particularly proud of your depth of characterization, you may want special attention to this, or if you have written a collection of poetry, you may want your use of literary devices evaluated more closely.*

**FINAL JOURNAL REFLECTION**

*Once you have completed your project, comment in your journal on the challenges and rewards of completing this independent project.*

* What were the strengths of your writing because of the freedom offered in this project?
* How was your unique perspective reflected in this work? How did your chosen genre enhance the quality of the finished product?
* What literature selections, media pieces, or music inspired your work?
* What were the challenges of working within this particular framework? Was your chosen media the best choice for your piece?

**GENRE SUGGESTIONS**

*Not sure what to do? Maybe some of these suggestions will give you a kick start. Read through the suggestions and guidelines and maybe something will stick out to you.*

**Poetry:**

* You could create your own website of your poetry. Put technology to work for you! (just remember the restrictions on us in school in terms of actually finding computer lab time!)
* Write a series of poems in a particular form such as a ballad, or sonnet
* You may wish to put together your own poetry anthology of your very favourite and best work. Why not do it up with some fantastic illustrations while you’re at it? For this unit, a minimum of 20 poems would be a suitable number.
* Song writing – the same principles of writing poetry apply to music, as you must pay close attention to rhythm and word choice. However, you might add a refrain or chorus. If you are musically talented, you can also include the music to go with the lyrics.

**Fiction:**

* Find a newspaper article that describes an event and write a story surrounding that event
* Ask your parents about interesting events in their lives and write their story
* Consider issues in your community. Brainstorm a list of “what ifs” that surround an issue. What if the whole community worked together to solve it? What if the issue led to someone’s death? Choose a conflict and write a story.
* As morbid as it sounds, the obituaries are a great place to find interesting people and write what you think might be their story.
* Write a story from the perspective of an animal or inanimate object
* write a children’s book

**Drama:**

* write a full length radio play – remember that the elements of a radio play are essentially the same as for a stage play, but with more attention on strong characterization and setting through dialogue.
* write a screen play. Generally, screenplays are approximately 120 pages long, so given the short amount of time you have, you might have to condense it.
* Write a stage play!

**Non Fiction:** *although we did not cover non-fiction, you can still explore this genre if it interests you!*

* Brainstorm issues in your community. Choose one and write a personal perspective essay on that issue.
* Think of some aspect of human nature that you could poke fun at (ala Stephen Colbert or some other farce-y, satirical type person), and write a satirical essay about this behaviour.
* Interview someone in the community who was/is involved in a historical or human interest event (a local hero, athlete, elder, veteran, etc.). Write a creative non-fiction human interest piece on that person, making special effort to bring the story to life for your readers. Consider the use of dialogue (quotations), the structure of a story plot, descriptive language to establish setting, and first person point of view.
* Write a travel piece

**Evaluation**

*Because of the nature of this project and the fact that each of you will be doing something completely different and unique, it would not be fair for me to create a blanket rubric that attempts to cover every project. Therefore, you will decide on exactly how you want your project to be evaluated, and we will discuss your evaluation during an interview on the day that you are scheduled to have a final exam for this class. This is YOUR project, and no one will know better than you what mark you deserve!*

You may choose to create some kind of marking scheme or rubric in order to help you decide on your evaluation. I can help you with this if need be! We will discuss this portion of the project closer towards the end of the semester, but ***you should start thinking about this now!***

**For your final evaluation that we will discuss during your final exam day, you MUST submit:**

* your journal
* your idea book
* any and every conferencing sheet that you have completed (minimum of 2, though you will likely have more)
* your project
* your evaluation outline